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LITERATURE OF MODERN LANGUAGE METHODOLOGY
IN AMERICA FOR 1918
(7th year)

By CARL A. KRAUSE

PERIODICALS

The Modern Language Journal

1. SACHS, JULIUS.—*Desirability of a Syllabus in French and German Texts*. 2: 139-49, January.

"Excellence of style should be distinctly subordinated to that of value in content and in the power to arouse interest." The needs and capacities of our pupils must, at all times, be before us. Argues for standardizing the sequence of texts.

2. BETZ, JEANETTE.—*The Function of Dictation in the Teaching of Modern Languages*. 2: 150-56, January.

Justly considers dictation worth while and results highly gratifying. Has tabulated the mistakes made in her beginners' German college class for one year; of great value to her and can be so to others.

3. SPINK, JOSETTE E.—*French in the Pre-High School Period*. 2: 157-69, January.

Elucidates the work done in the University of Chicago Elementary School for the fourth to the seventh grades. Not the structure, but the spirit of the language is taught at such an early beginning. Calls this experiment a step in the right direction.

4. VAN HORNE, JOHN.—*Spanish Texts and the Spanish Language*. 2: 170-76, January.

Rightly feels that a reading knowledge of Spanish is best obtained, in the early stages, by a large amount of simple, narrative material. Pleads for the editing of suitable Spanish texts, of which there is dire need. Cf. *M.L.J.* 3: 218 ff.

5. BARNES, FRANK COE.—*Shall German be Dropped from our Schools?* 2: 187-202, February.

A symposium of opinions of prominent men of affairs and of science. Quotes in epistolary abstracts five men who are distinctly opposed to that study and six who have something to say on both sides of the question. All the other writers—a large majority—are unreservedly in favor of continuing the study. Also cites various articles.

6. FARNHAM, C. EVANGELINE.—*Devices for Teaching Oral French*, 2: 203-14, February.
Furnishes numerous good pedagogic schemes to make French a real living language.
7. ENGEL, E. F.—*The Laboratory Method in Theory and Practice*. 2: 215-26, February.
Explains once more his two-hour recitation period of German in college; cf. *Die Neueren Sprachen*, May, 1911.
8. DOWNER, CHARLES A.—*Teaching American Soldiers a little French*. 2: 239-47, March.
Gives an interesting account of the work he did in 1917 in New York.
9. HOUSER, FREDERICK W. J.—*Nineteenth Century German Literature for Undergraduates*. 2: 248-59, March.
Rejects *in toto* the long German *Aufsatz* in literary courses and wishes to see the English essay substituted therefor in general undergraduate courses.
10. MCKENZIE, KENNETH.—*Manuals of French with Reference to Overseas Service*. 2: 275-83, March; 2: 360-67, May; 3: 67-74, November.
Critically, i.e., objectively, examines the books published so profusely for that purpose in this country. Many of the light-weight volumes are purely ephemeral. The reviewer's work is exceedingly well done.
11. MYERS, WALTER.—*Elementary Language Training as Art Training*. 2: 293-303, April.
Skill in art as in language is developed by imitation, practice, and criticism.—Suggestive and stimulating though extremely subjective.
12. MORENO-LACALLE, J.—*The Teaching of Spanish Pronunciation*. 2: 304-20, April.
The most detailed and practicable monograph on the subject. The plan is based on European experience with modern languages and is scientifically sound. Cf. No. 114.
13. JAMESON, R. P.—*Le Cercle Français*. 2: 321-31, April.
Considers the *cercle* of great social and pedagogic value to supplement the more restrained class-room work. Gives a list of useful French expressions for the conducting of meetings.
14. BAGSTER-COLLINS, E. W.—*A brief Study Showing the Relation between the Vocabulary and Treatment of the Annotated Reading Text*. 2: 341-51, May.

Again takes up the important vocabulary question; cf. *Monatshefte*, October, 1917. Holds that the element of grading should become operative in the editing of the reading texts. Is a firm believer in standardization.

15. ANGUS, FRANCES R.—*Advanced High School French in War Times*. 2: 352-59, May.

A recital of work done in third-year French at the University of Chicago High School.—Definite books are mentioned for home reading.

16. DEIHL, J. D.—*Choosing a Grammar for Beginners*. 2: 368-73, May.

Presents an effective scheme for this difficult task, with a score sheet of service for the choice of a book.

17. HANDSCHIN, CHARLES H.—*A Test for Discovering Types of Learners in Language Study*. 3: 1-4, October.

The tests are designed to show whether a subject is of the moter type (expression) or of the visual-auditory type (impression): H. considers his tests reliable and the only ones in existence.

18. WHITNEY, MARION P.—*National Ideals and the Teaching of Modern Languages*. 3: 5-13, October.

A powerful plea for more and better modern language study in America.

19. FEINGOLD, GUSTAVE A.—*Measuring the Results of a Modern Language Examination*. 3: 14-20, October.

An instructive investigation of a French examination given to 250 first year high school pupils for the purpose of determining the reactions of the students to the various questions. Such a study has more than passing import as it can guide teachers with future classes.

20. KRAUSE, CARL A.—*Literature of Modern Language Methodology in America for 1917*. 3: 21-38, October.

The usual annual survey.

21. FITZ-GERALD, JOHN D.—*National Aspects of Modern Language Teaching in the Present Emergency*. 3: 49-62, November.

Tersely champions true Americanism on a broad basis. Insists as a patriotic educator upon having all three languages, French, German, and Spanish maintained in our institutions. Cf. *School and Society*, 8: 772-74, December 28.

22. KRAUSE, CARL A.—*The present Status of German in France*. 3: 63-66, November.

Lack of authoritative statistical material makes it impossible to prove or disprove a marked

- decrease in the study of German in France from 1914-18. As a sequel, cf. *Les Langues Modernes*, 16: 3, pp. 184-89, July-September, 1918.
23. LIPSKY, ABRAM.—*A few Neglected Platitudes on Modern Language Examinations*. 3: 75-79, November.
The method of scoring in school examinations seems annoying and unscientific to L. The principle of relative frequency should be paramount.
24. MERSEREAU, EDWARD B. *The Positive Element in the Correction of Written Work*. 3: 80-83, November.
Emphasize the correct forms (positive) rather than the incorrect (negative) in your grading of papers, is M's admonition.
25. JOHNSTON, OLIVER M.—*University Training of the High School Teacher of Modern Foreign Languages, with Particular Reference to French*. 3: 95-99, December.
Gives sound advice as to the problems of teaching pronunciation, the spoken tongue, composition, language and literature as also the pedagogical apparatus.
26. GRONOW, ANNA T.—*German in the University Elementary School, Chicago, Ill.* 3: 100-06, December.
Is the *pendant* to Miss Spink's contribution; cf. No. 3.
27. SCHMIDT, LYDIA M.—*The Course in German in the University High School, Chicago, Ill.*, 3: 107-116, December.
Explains in detail the four-year H. S. course.
28. CLARKE, CHARLES C.—*The Phonograph in Modern Language Teaching*. 3: 116-22, December.
Has experimented long enough to be of the opinion that the true and only success of the phonograph in the class room is in the teaching of pronunciation (French), and then not in the earliest stages.

Monatshefte

29. CUTTING, STARR WILLARD.—*Modern Languages in the General Scheme of American Education*. 19: 25-34, February.
Furnishes a valuable concise history of modern language instruction in America. Concludes by pleading for an early beginning of modern language teaching, which means French, or German, or Spanish in the case of the individual pupil.

30. BETZ F.—*First Year Work in German—Some Experiences.* 19: 62-72, March.

Although read in 1913 before the *N. Y. State Mod. Lang. Assoc.*, the paper is by no means out of date but contains a wealth of sane advice.

31. JENNY, FLORENCE G.—*A Survey of the Preparation of Teachers of German in the High Schools of the U. S.* 19: 121-27, May; and 19: 146-55, June.

Furnishes figures and graphic illustrations for the school year 1915-16. The monograph has not only technical interest but historical significance. Information was secured concerning 1,464 teachers residing in all parts of the country. Dwells upon the necessity of more liberal appropriations in colleges and universities to train adequately teachers of modern languages.

32. DEIHL, J. D.—*Adjusting Instruction in German to Conditions imposed by the War.* 19: 128-34, May.

A dignified, patriotic appeal to make the teaching of German serve national, i.e., American aims.

33. STROEBE, L. L.—*Der deutsche Unterricht und die deutsche Kunst.* 19: 154-59, June; and 19: 172-82, September.

Another contribution by the author to the topic *Realien*. Points out the province and value of pictures representing objects of art.

34. TUPPER, FREDERICK.—*The Awful German Language.* 19: 193-98, October.

Reprinted from the Autumn Educational Number, September 7, 1918, of *The Nation*, pp. 248-50.

Upholds the study of German.

35. SPANHOOFD, E.—*The Practical Study of Phonetics.* 19: 299-34, November; and 19:256-59, December.

Advocates for all teachers sound scientific knowledge of phonetics. For the class-room he urges only applied phonetics.

36. DEIHL, J. D.—*Reading.* 19: 249-56, December.

Reading stands in the very center of our instruction. It touches the heart of our whole problem. Correctly divides the subject into Reading for Practice and for Enjoyment of Control.—A good analysis.

37. ROEDDER, EDWIN C.—*Der gegenwärtige Stand des deutschen Unterrichts an den Colleges und Universitäten der Vereinigten Staaten.* 19: 260-63, December.

Feels that the decrease of German means in

the end likewise a diminution of Romance languages. *Latet anguis in herba.*

Educational Review

38. CHURCHMAN, PHILIP H.—*Learning by Teaching*. 55; 1: pp. 65-70, January.

A thoughtful contribution to the reorganization of our school and college classes. Proposes that selected student-instructors, under expert supervision, take charge of small sections.

39. SWIGGET, GLEN LEVIN.—*Training for Foreign Service*. 55, 4. pp. 271-83, April.

Modern language teachers have a serious responsibility and a great opportunity to supply the coming demand. See *School and Society*, 8: 179, pp. 640-44.

40. WEISS, ALMA JOACHIMSON.—*Music via Modern Languages*. 55, 345-48, April.

Has experimented for a year or more with this rather unique and interesting combination. Maintains that the kind of work described also makes for conscious use and mastery of the idioms of the foreign language.

41. MOORE, FRANK, G.—*Haste and Waste in Translating Latin*. 55, 5, pp. 417-26, May.

This monograph is of decided interest to every foreign language teacher. Translation develops four special senses: the grammatical, lexical, rhetorical, and the logical power of inference.

42. GORDY, H. MILES.—*The German Language in our Schools*. 56, 3. October, pp. 257-63.

An impassioned diatribe against that study. cf. *The Literary Digest*, March 30, 1918, p. 29 *et seq.*, *School and Society*, 8: 179, 645.

43. MANTZ, HAROLD ELMER.—*Modern Languages and Literatures in Universities*. 56, 5. December, pp. 385-98.

Suggests the division of modern language departments into one of language (teaching) and one of literature and linguistics (research).

The School Review

44. LEWIS, E. E.—*Foreign Languages and Mathematics as Requirements for Admission to, and Graduation from American Colleges and Universities*. 26, 1. January, pp. 1-5.

The results of this study, based upon 35 leading institutions, indicate, from 1896-1916, a

tendency toward the elimination of specific requirements in mathematics and foreign languages, and the granting of one degree for all liberal studies.

Significant of our times.

45. SCHMIDT, LYDIA M.—*Recent Textbooks in Secondary School German*. 26: 137-44, February.

The literature dealing with recent grammars and texts is critically and ably surveyed. S. proves that the trend of the new textbooks is unmistakably toward the direct method.

46. DAVIES, C. O.—*Junior High Schools in the North Central Association Territory, 1917-18*. 26, 5, May, pp. 324-36.

Modern foreign languages are taught in 27.30 per cent (80) of 293 schools. Of the French, German, and Spanish languages no one has a decided lead in popular favor.

Cf. *The School Review*, 26: 110-23, February. See *School and Society*, 8: 209, pp. 776-80.

47. HALL-QUEST, ALFRED.—*How to Introduce Supervised Study*. 26: 337-40, May.

Supervised study requires three tasks: to test knowledge in a daily review, to assign and make clear the new work, and to supervise pupils while they study the new assignment. Such a study truly takes cognizance of the individual differences in pupils.

Cf. *The School Review*, 26, 7, September, pp. 490-510.

Education (Boston)

48. MITCHELL, HOWARD.—*Supervised Study in Modern Languages*. 38, 5. January, pp. 385-87.

A procedure under this plan would benefit both pupil and teacher. Quality and quantity of home work can be effectively controlled.

49. NUTTING, H. C.—*Experimental Test of Educational Values*. 38, 6. February, pp. 460-66.

The writer, a professor of Latin, justly warns against hasty acceptance of the supposed results of measurement-tests of foreign-language ability. Much more scientific experimentation is needed to make tests of that type reliable and serviceable.

50. TODD, T. W.—*German in our Public Schools*.—38, 7. March, 531-35.

Urges five sane suggestions for the retention

of that language in the curriculum of the public school.

51. HERZBERG, MAX J.—*As to Modern Languages*. 39, 2. October, pp. 112-15.

A poor outline of the noteworthy "*Report of the Committee on the Position of Modern Languages in the Educational System of Great Britain*," signed April 2, 1918. The chapter on the Chief European Languages is perhaps of greatest interest to us. No foreign language teacher can afford to be without a copy of this timely and significant report.

Cf. *School and Society*, 7: 181, pp. 708-10. June 15; also *U. of Ill. Bulletin*, XVI: 16, p. 41 *et seq.*

School and Society

52. DAVIDSON, PERCY E.—*Concerning Mental Discipline and Educational Reform*. 7, 158, pp. 1-8, January 5.

It is incumbent upon us foreign language instructors to demonstrate clearly the specific values of our subject. Only then shall we have a firm basis of operation in arguments with the lay public and trained professionals.

53. WEISS, ALMA JOACHIMSON.—*The German Woman's Struggle for Higher Education*, 7, 163, pp. 161-65, February 9.

Traces the history of this movement and hopes for a new era of true reform.

54. MOORE, ERNEST C.—*Formal Discipline and the Teaching of Literature*. 7, 164, pp. 181-87, February 16.

We pursue studies for their definite and clearly comprehended utilities. Hence we do not study literature for its own sake, but for our sake so that it may serve us. We should introduce our students to the world's greatest books and not only to those written in English.

55. HAUCH, EDWARD FRANKLIN—*A Few Popular Misconceptions in Regard to Language Study*. 7, 167, pp. 277-84, March 9.

French, German, and Spanish are on our programs because of a real economic and social need of them. They must be studied thoroughly with grammar as one of the many means toward the definite end, i.e., mastery.

56. DAVIS, CALVIN O.—*The Continuity of Students' Work in High School and University, and the Extent of Concentra-*

tion and Dispersion of Effort within the University. 8: 185, pp. 57-60, July 13.

It is statistically and graphically proved that modern language leads all subjects of instruction as to continuity and as to specialization.—An important contribution to our *Magna Charta*.

57. SWIGGETT, GLEN LEVIN.—*Why should the Government Train for Foreign Service?* 8, 190, pp. 181-87, August 17.

Once more, cf. No. 39, S. touches upon the necessity of proper school preparation in subjects of commerce, including modern languages.

58. COLLINS, JOS. V.—*Language Reform and Education.* 8: 195, pp. 331-37, September 21.

Presents his scheme for reforming English spelling. Dreams of a new form of 'international' English.

59. ULLMAN, B. L.—*Latin in Place of German.* 8: 337-41.

Regards Latin as the only real linguistic substitute for German. Deplores the latter's elimination as having a serious reaction upon all language study. A dangerous falling off in foreign languages is reported in many quarters; cf. No. 44. See *School and Society*, 8: 31-35, July 13, and *The School Review*, 26: 576-99, October.

60. Mercier, Charles.—*Education and the Acquisition of Languages.* 8: 351-52.

Reprinted from *Science Progress*. Asserts that language deafness is not infrequent, and that language faculty is a special gift. Hence language instruction should be limited.

61. HOSKINS, JOHN PRESTON.—*Modern Language Instruction after the War.* 8: 204, pp. 601-12, November 23.

French, German, and Spanish are to become more vital factors in our national life than ever before. We must meet that demand.

62. MACELMEE, R. S.—*Education for Foreign Trade and Shipping in High Schools.* 8: 612-16.

Considers French, taught in a live manner, the foundational language.

The Wisconsin Journal of Education

63. BURR, A. W.—*In Place of German, What?* Madison, vol. 50, No. 2, February, p. 45.

'Practical,' useful Latin may well take the place of some of the German. Cf. *The Classical Journal*, 13: 9, June, pp. 625-26, Editorial.

64. O'SHEA, M. V.—*The Teaching of German*. 50: 7, September, pp. 184-87.

Weights and analyzes trenchantly the reasons for and against German. Considers it a disaster to this country if that study should completely disappear from the schools; cf. No. 5.

(To be continued)